



Kingstree Junior High

710 Third Avenue
Kingstree, South Carolina

Grades	7-8 Middle School	
Enrollment	401 Students	
Principal	Valerie Brown	843-355-6823
Superintendent	Linda B. Huell, Interim	843-355-5571
Board Chair	Rev. Norman Gamble	843-244-1676

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	Below Average
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk
2006	At-Risk	At-Risk
2005	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

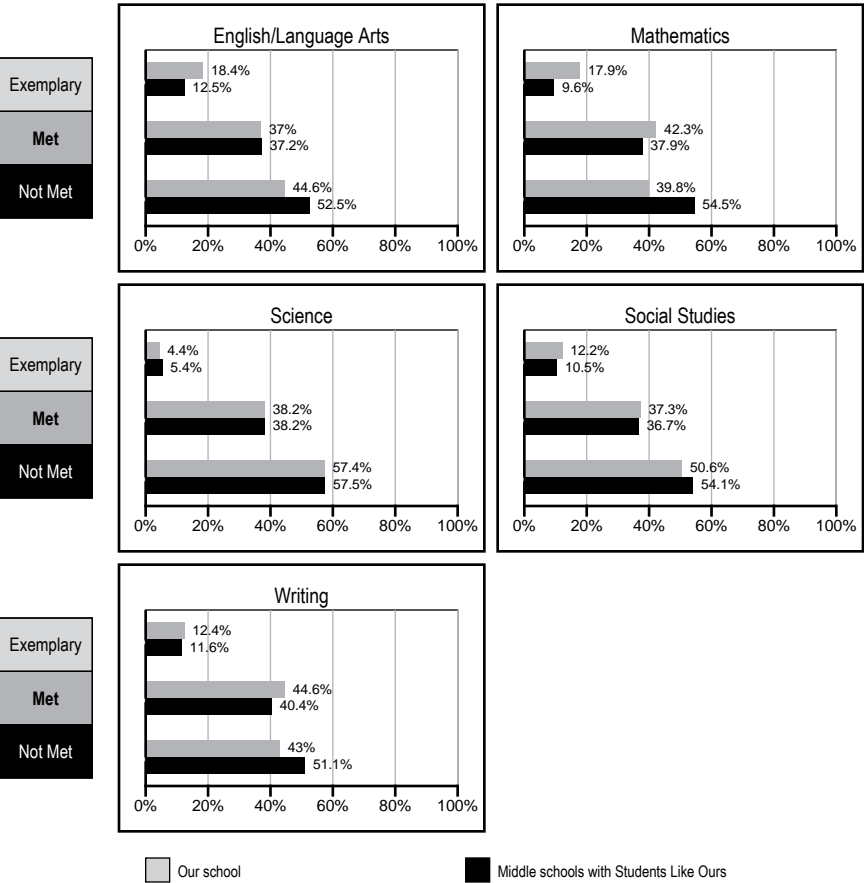
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 95.8%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	3	29	22

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	84.5%
English 1	100.0%	83.1%
Physical Science	N/A	28.1%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	83.2%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=401)				
Students enrolled in high school credit courses (grades 7 & 8)	49.1%	Up from 32.7%	16.4%	21.6%
Retention rate	1.7%	Down from 2.3%	2.3%	1.2%
Attendance rate	95.1%	Up from 94.5%	95.6%	95.9%
Eligible for gifted and talented	3.7%	Down from 6.4%	3.7%	14.8%
With disabilities other than speech	22.9%	Down from 23.0%	14.3%	12.6%
Older than usual for grade	3.0%	Down from 3.2%	5.0%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.6%	0.3%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=29)				
Teachers with advanced degrees	51.7%	Down from 57.1%	54.5%	56.9%
Continuing contract teachers	44.8%	Down from 50.0%	61.5%	72.7%
Teachers with emergency or provisional certificates	37.9%	Up from 32.1%	15.4%	5.3%
Teachers returning from previous year	74.1%	Up from 65.9%	76.0%	82.9%
Teacher attendance rate	95.9%	Up from 94.7%	95.0%	95.2%
Average teacher salary*	\$43,951	Up 2.0%	\$44,597	\$46,599
Professional development days/teacher	10.2 days	Down from 11.2 days	10.8 days	10.8 days
School				
Principal's years at school	3.0	Up from 2.0	2.0	3.0
Student-teacher ratio in core subjects	22.4 to 1	Down from 27.6 to 1	16.2 to 1	20.1 to 1
Prime instructional time	90.0%	Up from 87.8%	89.3%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	85.1%	Down from 86.9%	95.6%	97.8%
Character development program	Excellent	Up from Good	Excellent	Good
Dollars spent per pupil**	\$7,425	Up 10.0%	\$10,246	\$7,645
Percent of expenditures for instruction**	66.4%	Up from 65.6%	60.5%	63.4%
Percent of expenditures for teacher salaries**	60.6%	Up from 60.0%	54.8%	57.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

As a SACS accredited school, Kingstree Junior High commits itself to providing academic rigor and to developing productive citizens. The faculty, the staff, and the student body operate by the school's motto, "Kingstree Junior High School students are respectful, responsible, productive, and intelligent."

Kingstree Junior High School continues to focus on academic excellence. The 2008-2009 school year was driven by a new district curriculum, single-gender instructional strategies, and the school-wide reading program "Reading to Win."

The new curriculum provided teachers with additional resources for classroom instruction. Additional novel units for ELA, science kits, math units and assessments, and social studies activities are some of the new resources that were available to the KJH faculty this school year. Due to the commitment to academic excellence, KJH continued to offer numerous high school courses: Algebra I, English I, Keyboarding, and Multicultural Studies. In addition to classroom instructional support, students had the opportunity to have academic support through the school's Academic Challenge Team. Dedicated faculty offered afterschool academic training to participants on a regular basis. The school's Academic Challenge Team had another victorious season, allowing students to excel on an academic playing field.

Professional development continued with instructional strategies for single-gender classrooms serving as a primary focus. In October, the school hosted the workshop "Single-Gender on the Move" that was open to South Carolina educators. Teachers, principals, and administrators from around the state visited KJH and observed the instructional strategies that our teachers use to motivate learners. These visitors entered the classrooms of KJH and observed the teachers and the students engaged in learning. This workshop was the first of this type in our state.

"Reading to Win" is a school-wide reading program at KJH. The school was awarded a SIF grant of \$210,000 that is to be disbursed over a two-year period. The grant proposal was based on the need for library books for the school's media center and the need for incentives to motivate the students to read voraciously. This year, the school purchased many new books for the library, had a school-wide reading incentive program, and took the students who participated the most in the program on two educational field trips.

The school continues to offer afterschool services for students scoring below basic on the state's assessments. During school, the Academy of Reading and the Academy of Math operate daily with a certified teacher overseeing these lab programs that are designed for intervention and remediation. Full-time assistants work in ELA and math classrooms in order to provide additional academic assistance to students.

Numerous improvements have also been made to the physical structures on campus. The district replaced the roofs on all of the buildings. New shrubbery has been planted on the grounds, and bulletin boards have been added to hallways.

Kingstree Junior High looks forward to the 2009-2010 school year, for we are moving forward and anticipate great things for our students and school.

Margie B. Myers, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	180	118
Percent satisfied with learning environment	100.0%	81.6%	86.0%
Percent satisfied with social and physical environment	92.3%	74.6%	84.7%
Percent satisfied with school-home relations	76.9%	87.3%	86.0%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress N

This school met 15 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status R

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	10.7%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.5%	0.0%	No
Student attendance rate	95.1%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	400	100	45.7	36.4	17.9	67.5	76.3	82.8	Yes	Yes
Gender										
Male	208	100	49.8	35	15.3	62.6	71.8	79.3	N/A	N/A
Female	192	100	41.2	37.9	20.9	73.1	81.2	86.5	N/A	N/A
Racial/Ethnic Group										
White	18	100	31.3	25	43.8	68.8	76.7	89.5	I/S	I/S
African American	379	100	46.7	36.6	16.7	67.2	76.2	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	92.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	87.5	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status										
Disabled	93	100	77.5	13.5	9	28.1	46.5	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	374	100	46.7	35.9	17.4	66.3	75.5	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	400	100	41	43.6	15.3	70.1	69.4	78.9	Yes	Yes
Gender										
Male	208	100	40.9	43.8	15.3	66.5	64.7	77	N/A	N/A
Female	192	100	41.2	43.4	15.4	74.2	74.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	18	100	31.3	50	18.8	75	64.7	87.2	I/S	I/S
African American	379	100	41.8	42.9	15.3	69.7	69.6	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	81.3	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status										
Disabled	93	100	74.2	18	7.9	30.3	36.8	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	374	100	42.3	43.4	14.4	68.8	68.7	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	293	100	55.7	38.6	5.7	44.3	48.4	67.5
Gender								
Male	152	100	54.1	39.2	6.8	45.9	49	67
Female	141	100	57.6	37.9	4.5	42.4	47.8	68
Racial/Ethnic Group								
White	12	100	I/S	I/S	I/S	I/S	58.6	79.5
African American	279	100	56.3	38.4	5.2	43.7	47.5	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	73	100	81.4	12.9	5.7	18.6	23.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	59.6
Socio-Economic Status								
Subsided meals	273	100	57.4	36.9	5.7	42.6	47.3	55.1

Social Studies

All Students	289	100	49.5	37.9	12.6	50.5	56.4	72.3
Gender								
Male	151	100	46.3	40.1	13.6	53.7	55.2	71.5
Female	138	100	53.1	35.4	11.5	46.9	57.7	73.2
Racial/Ethnic Group								
White	15	100	28.6	35.7	35.7	71.4	59	80.7
African American	272	100	51	37.9	11.1	49	55.9	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	78.6	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	68	100	81.8	13.6	4.5	18.2	30.2	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	67.9
Socio-Economic Status								
Subsided meals	274	100	50	37.5	12.5	50	55.1	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	399	97.7	42.7	44.8	12.5	57.3	61.4	70.2	95.1	96.6
Gender										
Male	209	96.2	46.2	45.1	8.7	53.8	54.5	63.2	95.3	96.5
Female	190	99.5	39	44.5	16.5	61	68.5	77.5	94.9	96.6
Racial/Ethnic Group										
White	18	94.4	37.5	31.3	31.3	62.5	55.1	79.1	88.3	93.6
African American	378	97.9	42.7	45.5	11.7	57.3	61.9	57.6	95.4	96.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	86.2	N/A	97
Hispanic	2	I/S	I/S	I/S	I/S	I/S	50	62.6	95.6	96.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	68.7	99.9	96.1
Disability Status										
Disabled	90	92.2	N/AV	N/AV	N/AV	15.9	20	26.1	94	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	61.2	N/A	98
Socio-Economic Status										
Subsidized meals	364	97.8	43.8	45	11.2	56.2	60.3	58.9	94.9	96.5

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	177	100	41.3	38.9	19.8	58.7
	8	223	100	49.1	34.4	16.5	50.9
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	177	100	33.5	45.5	21	66.5
	8	223	100	46.8	42.2	11	53.2
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	177	100	51.5	42.5	6	48.5
	8	116	100	61.9	32.7	5.3	38.1
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	177	100	52.1	32.3	15.6	47.9
	8	112	100	45.5	46.4	8.2	54.5
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	178	99.4	42.9	46.4	10.7	57.1
	8	221	96.4	42.6	43.5	13.9	57.4

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